SEMINOLE STATE COLLEGE

Annual Report of Student Assessment Activity
2017-18

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Contact: Dr. Linda Goeller, Assessment Coordinator
405-382-9567 l.goeller@sscok.edu

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Entry-Level Assessment

All students applying for admission to Seminole State College are assessed on ACT scores. If a student has an ACT score of 19 or above in each of the subject areas, the student is admitted without further assessment. Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instruments for secondary testing in language arts are COMPASS Assessment Tests in reading and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in reading and writing. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. The rubric includes length of time since last math course, placement test score, and instructor evaluation. Students are permitted to take a placement test in a subject no more than twice each enrollment period. Forty-eight hours must elapse before a student may retake a placement test. A study guide for students to prepare them for placement tests in math has been developed by faculty. Students also have access to a number of free online placement testing tutorial sites. Every entry-level student attending Seminole State College receives specialized advising from one of the entry-level advisors. These advisors work mainly with entry-level students and placement. Therefore, we have very few student complaints about placement. Each entry-level student takes a Learning Strategies course. In this course, students participated in the Entering Student Engagement Survey for the first time in fall 2016.

Seminole State College 2017-18 enrollment for three semesters was 3,603 which included 435 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 20.4 in 2017-18. The developmental courses enrollment was 596 with 488 (81.9%) completing the courses. In 2017-18, Seminole State College again redesigned the developmental courses to include more co-requisites with the math pathways. The SSC Transitional Education Report for 2017-18 reports that 81% of students beginning their math sequence in 2017-18 completed the math sequence. In Language Arts, 79% of students completed English Composition I. The total enrollment in graded courses for college credit in 2017-18 was 12,250. Of this number, 9,591 (78.3%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 1,984 credit hours, while college level graded courses generated 33,540 credit hours in the 2017-18 academic year.

2017-18 Course Enrollment, Course Completion and Credit Hour Production

2017-18	Course Enrollment				Successfully Completed Course				
	SU17	FA17	SP18	Total	SU17	FA17	SP18	Total	Comp. Rate
Non-Credit Developmental Courses	4	410	182	596	2	340	146	488	81.9%
College Level Graded Courses for Credit	928	5,685	5,637	12,250	663	4,762	4,166	9,591	78.3%

2017-18	Credit Hour Production			
	SU17	FA17	SP18	Total
Non-Credit Developmental Courses	20	1,372	592	1,984
College Level Graded Courses for Credit	2,385	16,428	14,727	33,540

General Education Assessment

Seminole State College uses the phrase General Education Assessment to mean an assessment of the educational experiences of those students who are pursuing associate degrees and those students completing terminal degree programs designed to empower them to enter the work force immediately. The following four outcomes comprise the General Education Outcomes for SSC:

Outcome 1:   Demonstrate effective and scholarly communication skills.
Outcome 2:   Utilize scientific reasoning and/or critical thinking to solve problems.
Outcome 3:   Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
Outcome 4:   Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. In fall 2017, instructors assessed all students in every academic course. In spring 2018, instructors only assessed students in courses not assessed in the fall. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes. The table below shows the aggregate SSC data for student performance on pre- and post-tests assessing general education student outcomes. The course-embedded assessment data showed a significant amount of improvement for each of the four general education outcomes assessed. The average pre- to post-test improvement was 43%. Students participated in the assessment as part of their regularly assigned coursework.

All instructors report assessment results by course to the Assessment Coordinator. The Assessment Coordinator compiles the data for each course and reports this along with the instructor's individual data to each instructor. The instructor compares their results to the aggregate results, responds to questions concerning the results, and adjusts teaching in response to their evaluation. In their responses, instructors report at least one formative assessment used and provide details describing resources that would increase success with students. Instructors return these reports to Division Chairs who then use the results to complete Degree Program Evaluations and Degree Program Assessments.

2017-18 Course-Embedded Assessment of General Education

General Education Outcome	Number of Degree Programs Assessing Outcome	Number Assessed	Correct Answers Pre- to Post-Assessment		Percentage Pre- to Post-Assessment		
			Pre	Post	Pre	Post	Difference (%)
Outcome 1	12	2,809	1,075	2,174	38.3%	77.4%	+39.1%
Outcome 2	11	2,150	748	1,533	34.8%	71.3%	+36.5%
Outcome 3	13	2,294	883	1,743	38.5%	76.0%	+37.5%
Outcome 4	13	1,904	674	1,441	35.4%	75.7%	+40.4%

The College also analyzes enrollment and completion trends in courses used to meet general education requirements. The total enrollment in general education courses was 7,686. Of this number, 6,311 (82.1 %) successfully completed the course. These courses generated 22,860 credit hours in 2017-18.

2017-18 Representative General Education Course Enrollment, Course Completion and Credit Hour Production

2017-18	Course Enrollment				Successfully Completed Course				
	SU17	FA17	SP18	Total	SU17	FA16	SP18	Total	Comp. Rate
Representative General Education Courses	501	3,973	3,212	7,686	421	3,257	2,633	6,311	82.1%

2017-18	Credit Hour Production			
	SU17	FA17	SP18	Total
Representative General Education Courses	1,584	11,430	9,846	22,860

The SSC assessment procedure requires the evaluation of the College's general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. In fall 2017, one hundred thirty-nine students who met the criteria took two randomly chosen subject tests. Subject areas tested were writing skills, math, reading, critical thinking and science. Student performance in writing skills, math,

4

science, and reading was within the established institutional minimum acceptable threshold of no more than 2.0 points (5 percent) below the national means Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 60.7 on the Writing Skills test, which is 0.1 lower than the national mean. In Math, SSC students performed slightly below the national mean with a score of 55.6 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.2. SSC students scored lower than the national mean in Reading by 0.5 point and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide. Interestingly, SSC students scored above the national mean by 0.1 in the Rhetorical Writing Skills subscore and at the national mean in the College Algebra subscore. As a whole, the five-test averages covering a five-year span all fell within 0.5 of a point of the national mean for those tests in that period. This indicates that SSC students perform at levels consistent with but not generally superior to students in the national database for these areas of general education. Plans exist to replace the CAAP test with the Educational Testing Services Proficiency Profile.

Seminole State College
2016 CAAP Test Score Means vs. National Score Means

Mean Scores		Writing Skills	Math	Reading	Critical Thinking	Science
All Participants	**SSC**	60.7	55.6	58.9	59.2	59.0
	National	60.8	56.1	59.4	60.2	59.1
	Over/Under National	-0.1	-0.5	-0.5	-1.0	-0.1

In the past, the College regularly administered the Community College Survey of Student Engagement (CCSSE). Due to the cost of administering this test and budget restraints, SSC replaced this survey with two surveys created and administered by the College. The Entering Student Engagement Survey and the Faculty Survey of Student Engagement have replaced the CCSSE.

The revised Graduate Exit Survey was first administered as part of the degree process in fall 2013. Since that time, SSC has refined and revised the Graduate Exit Survey to reflect the needs of the College. In 2017-18, two hundred eighty-nine students completed the 45 question survey. Participation in the survey is required as part of the graduation process. "Faculty commitment to student success and learning" scored highest overall with 79.6% of students choosing excellent or above average while the "quality of laboratory equipment" received the lowest score with only 47.7% of students choosing excellent or above average. "Quality of lab equipment" scored low also at 53.2% as did "quality of computer laboratory equipment" at 51.6%. The majority of the responses and comments reflected positive experiences by the students, but students repeatedly referenced the lack of quality lab equipment. SSC recently renovated the science laboratories with a Title III S.T.E.M. Grant. The other labs have not received updated equipment recently.

The College is continuing the endeavor to formalize its process for assessing SSC students that transfer to four-year institutions. SSC is increasing efforts to track students as they progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, Oklahoma State University, East Central University, and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are slightly higher than the average GPA at these institutions, having a difference from +0.05 to +0.19. SSC students complete courses at these institutions successfully at a rate of 91.5%.

Program Outcomes Assessment
The College offers seventeen programs leading to Associate in Arts or Associate in Science degrees. It offers three certificate program and five programs culminating in the Associate in Applied Science degree. Two of the Associate in Applied Science programs were added in 2018. Each degree program undergoes institutionally mandated assessment and evaluation each year. Degree program assessments and evaluations focus on student achievement of desired degree program outcomes and degree program completion rates. Additionally, each program undergoes a more detailed and state mandated degree program review every five years.

The degree program evaluations are prepared annually by the division chairs and faculty. The degree program evaluations require information in five different categories. Aligned to the state mandated degree program reviews required every five years, the categories encompass program objectives and goals, quality indicators, minimum productivity indicators, quantitative measures including total credit hours generated by the courses taught for the major field of the degree program, and recommendations made for the program.

A number of instruments contribute to the previously mentioned degree program assessments and evaluations, including course-embedded assessment and relevant results from the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Additionally, and as mentioned in the previous section, the Entering Student Engagement Survey and the Faculty Survey of Student Engagement also contribute to the assessment process at this level to a smaller extent. In the case of these non-degree specific assessment tools, each degree program analyzes SSC aggregate data, as well as any relevant program specific data available, as part of the evaluation process. Increasing amounts of data from transfer reports and the SSC Graduate Exit Survey have provided meaningful assessment data at the program level during this reporting period. SSC will continue the effort to collect data from transfer reports, the Graduate Exit Survey, and future communications with graduates.

Like the assessment of general education, degree program assessment also employs course-embedded assessment using pre- and post-test data for analysis. The assessment results for each program's Degree Program Student Outcomes are shown below. For these Student Outcomes, 17,087 students were assessed. Across all of the degree programs,

there was a 35% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

2017-18 Degree Program Outcomes Assessment Results

Division	Degree Program	Assessment Measure	Degree Program Outcome	No. Students Assessed	Pre	%	Post	%	Increase in %
BE	Business AS	Course-Embedded	3	117	26	34%	95	81%	47%
			4	59	25	43%	54	91%	48%
BE	Business AAS	Course-Embedded	3	339	148	44%	288	85%	41%
			4	314	115	37%	255	81%	44%
BE	Child Development AA	Course-Embedded	3	69	40	59%	61	89%	30%
BE	Computer Science AS	Course-Embedded	3	52	30	57%	46	88%	31%
			4	52	30	57%	43	82%	25%
BE	Elementary Education AS	Course-Embedded	3	353	120	34%	244	69%	35%
			4	243	85	35%	170	70%	35%
			5	186	50	27%	99	53%	26%
			6	186	50	27%	99	53%	26%
BE	Enterprise Development – Business Administration AS	Course-Embedded	3	127	39	30%	103	81%	50%
			4	127	39	30%	64	50%	20%
BE	Health PE and Recreation AS	Course-Embedded	3	299	138	46%	209	70%	24%
			4	315	132	42%	224	71%	29%
BE	Secondary Education AS	Course-Embedded	3	893	201	23%	479	54%	31%
			4	952	263	28%	649	68%	41%
			5	465	31	7%	238	51%	44%

Division	Program	Method							
			6	465	32	7%	244	52%	46%
LAH	Art AA	Course-Embedded	3	130	57	44%	101	78%	34%
			4	130	57	44%	101	78%	34%
LAH	Language Arts AA	Course-Embedded	3	38	9	25%	21	56%	31%
			4	38	9	25%	21	56%	31%
LAH	Liberal Studies AA	Course-Embedded	3	3734	1401	38%	2636	71%	33%
			4	3720	1406	38%	2747	74%	36%
SS	Criminal Justice AS	Course-Embedded	3	65	30	46%	39	61%	14%
			4	65	30	46%	39	61%	14%
SS	Psychology AS	Course-Embedded	3	630	213	34%	416	66%	32%
			4	495	141	29%	309	62%	34%
SS	Social Sciences AA	Course-Embedded	3	403	179	45%	336	83%	39%
			4	613	251	41%	498	81%	40%
STEM	Health Sciences AS	Course-Embedded	3	398	117	29%	198	50%	20%
			4	340	89	26%	152	45%	19%
STEM	Biology AS	Course-Embedded	3	175	44	25%	103	59%	34%
			4	175	38	22%	81	47%	25%
STEM	Pre-Engineering AS	Course-Embedded	3	81	17	21%	59	73%	52%
			4	81	17	21%	59	73%	52%
			5	65	6	9%	46	70%	61%
			6	65	6	9%	46	70%	61%
HS	Medical Laboratory Technology AAS	ASCP		11	na	na	10	91%	na
HS	Nursing AAS	NCLEX		22	na	na	20	91%	na
		Total Students Assessed		17,087			**Average Increase**		35%

Led by the Assessment of Student Learning Committee, the College continues to devise methods to improve the assessment process. The Associate in Arts in Liberal Studies

continues to provide the opportunity for students to graduate with a variety of options but students may now choose an emphasis such as Biology, English, Language Arts, Mathematics, Physical Science, or Speech. In the future, the Nursing AAS and the Medical Laboratory Technology AAS will be evaluated using pre- and post-tests. The College endeavors to use the data currently generated more effectively and to implement creative new methods of assessment that increase the frequency of classroom assessment activities and shorten the turnaround time between data collection and the initiation of instructional change.

Student Satisfaction Assessment
The primary tools for this area of assessment are the Student Feedback on Classroom Instruction, the Student Feedback on Online Instruction, the Survey of Entering Student Engagement, the Faculty Survey of Student Engagement, and the SSC Graduate Exit Survey. The Student Feedback on Classroom Instruction has been reviewed fall 2017. The Student Feedback on Online Instruction is currently in the review process. The SSC Graduate Exit Survey undergoes a review process annually for updates to current procedures. The two newly most recent surveys, the Survey of Entering Student Engagement and the Faculty Survey of Student Engagement, were created by the Assessment of Student Learning Committee to specifically meet the needs of the SSC campus.

In 2013, the College began using its Campus Cruiser learning management system as a platform for student feedback. Every student in every class received the opportunity to participate in the survey. In 2016, SSC changed to Brightspace as its learning management system. The change precipitated a change in the student feedback survey process. For the new process, students in two classes for each full-time instructor and students in one class for each adjunct or part-time instructor receive invitations to participate in the Student Feedback on Classroom Instruction or the Student Feedback on Online Instruction toward the end of the fall semester. In the spring semester, surveys are conducted in the same manner but only for those instructors not assessed in the fall.

Two thousand, three hundred sixty-one students received survey invitations, and students completed a total of 1,256 surveys during the fall semester. The rate of participation was 56.0%. One hundred seventeen classes were surveyed, which resulted in redundant evaluations of 80 different faculty members. The survey consisted of fifteen rated-scale questions and three essay/short answer questions. The rated-scale questions used a five-point scale (1-5) with the questions phrased in such a way that 5 was always the most desirable answer. An average response or score can be calculated for each question based on the number and value of each scaled answer and the total number of respondents. For example, the average response score for question no. 3, "The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance", was 4.57. The average response scores ranged from 4.15 to 4.68 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.39. Students answered three essay/short answer questions. The questions were the following:

1. Would you recommend this course to another student?
2. What other questions or suggestions do you have about the course and/or the instructor?
3. Do you have any comments or suggestions about Brightspace?

For the first question, 92% of the responses affirmed that students would recommend the course to another student. Many of the student responses mirrored this statement - "I would definitely recommend this class to others. I would recommend her because she's strict and treats you as a adult. She is also very helpful when you ask questions." Responses to the second question are used by individual instructors for self-evaluation with appropriate changes made to increase student engagement and success. The third question responses varied on the intensity of the use of Brightspace in the class. If instructors used it for a few things such as grades and communication, the students approved of it. Students used this question to voice a major concern about the wi-fi or lack of it on campus.

2017-18 Responses to Student Feedback on Classroom Instruction Observation/ Rated Scale Questions

Aggregate Rated Scale Response Percentages for Classroom Instruction	
(1) almost never applies	1.6%
(2) rarely applies	2.9%
(3) sometimes applies.	6.1%
(4) usually applies	14.8%
(5) almost always applies	74.4%

During the fall semester, online students completed three hundred thirty surveys. The rate of participation was 44.0%. Twenty-four faculty members were evaluated in 27 courses. Nineteen rated-scale questions and two essay/short answer questions reflect student responses concerning online classes. The format of the online instruction survey follows the basic format of the classroom instruction survey with the rated scale questions using a five-point scale (1-5) with 5 always occurring as the most desirable answer. The results of the online instruction responses are reported using the same format as the question shown in the responses to the classroom instruction responses.

2017-18 Responses to Student Feedback on Classroom Instruction Observation/ Rated Scale Questions

Aggregate Rated Scale Response Percentages for Online Instruction	
(1) almost never applies	1.6%
(2) rarely applies	1.6%
(3) sometimes applies.	4.7%
(4) usually applies	12.5%

(5) almost always applies	79.6%

For the rated scale questions, the range of average response scores was 4.17 to 4.73 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.53 to all of the rated-scale questions.

> The two essay/short answer questions were as follows:
> 1. What other comments or suggestions do you have about the course and/or the instructor?
> 2. What other comments do you have about Brightspace?

Worded in this manner, the responses to these questions will be used by instructors to increase student engagement, improve online instruction, and improve online instruction use of Brightspace.

The fact that the College's average on the rated-scale questions was 4.39 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. These averages fall close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to fifteen different statements regarding course effectiveness and classroom instruction. On all of these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 65.7% and 84.7% of the responses with an aggregate average of 74.4% for the whole survey. The table above shows the aggregate percentages of the rated-scale responses to questions offering the "almost always applies" type answers. It seems notable that the "almost always applies" and the "usually applies" responses comprise 89.2% of the aggregated responses for SSC.

The average for questions pertaining only to online courses was 4.53 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. The most common answer on the rated-scale questions was "almost always applies" with this response having an aggregate response of 79.6%. The response "usually applies" had an aggregate response of 12.5%. Both of these together comprised 92.1% of the responses.

The Assessment of Student Learning Committee began planning for the Survey of Entering Student Engagement in 2014. The members created a survey, ran a trial survey in spring 2016, and conducted the first official survey in fall 2016. The survey asks for students' first experiences at Seminole State College on course engagement, course placement, freshman orientation, financial aid, and actions by students indicating their engagement. Two hundred eighty-two of 437 students (64.5%) enrolled in Freshman Seminar and PASS classes took the Survey of Entering Student Engagement in fall 2017. Almost 93 percent of the students responded to enrolling before the first of the semester. This was the first semester for 79.1% of the respondents, and 77.7% reported having an assigned person who will help them at SSC. Only 25.9% of the respondents reporting placing into college level courses without taking a placement test. Sixty-five percent of

students reported that they did not have to take developmental courses. Students reported the following responses concerning the first five weeks of the semester.

Fall 2017 Experiences in First 3-weeks of Class Responses			
Prompt	**Percentage of Responses**		
	Agree	**Disagree**	
I believe the instructors at SSC want me to succeed.	99.6%	0%	
I was able to meet with an academic advisor at times convenient to me.	85.7%	14.0%	
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	82.3%	16.9%	
The courses were available at convenient time for me.	94.5%	5.2%	
I talked with a college representative about managing my commitments to be able to reach my goals.	66.9%	32.7%	
I received information about financial aid from an SSC representative.	81.6%	18.0%	
An SSC representative helped me determine if I qualify for financial aid.	71.7%	27.6%	
Prompt	**Percentage of Responses**		
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	43.0%	46.3%	8.2%	1.8%
Instructors explained course syllabi.	82.0%	15.6%	1.8%	0.0%
Instructors gave students their contact information to help outside of class.	73.5%	22.8%	1.8%	1.5%
Prompt	**Percentage of Responses**		
	Yes	No	
At least one college staff member learned my name.	97.4%	2.2%	
I have learned the name of at least one other classmate in each class.	96.7%	2.9%	
At least one classmate in each class has learned my name.	93.4%	5.9%	
Are you feeling as motivated in the sixth week of school as you did in the previous five weeks?	79.8%	19.9%	

Beginning with fall semester of 2016, all faculty members are given the opportunity to provide input on student engagement using the SSC Faculty Survey on Student Engagement. With 49 potential respondents from 100 fall instructors, the rate of participation was 50%. The next table gives the instructors' perceptions of student involvement. Instructors rated students as almost always or usually engaging in class activities. Instructors perceive two areas in need of improvement, students working with other students on assignments outside of class and students participating in student led study groups. Since Seminole State College is largely a commuter school, instructors may hesitate to give students assignments that require that they work together outside of class and students may struggle to find convenient times to work together due to other obligations. The 2018 Faculty Survey on Student Engagement reflects that 24% of faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program.

2017-18 Instructor Perception of Student Engagement					
Item	**Percentage of Responses**				
	Almost always applies	Usually applies	Sometimes applies	Rarely applies	Almost never applies
Students are actively engaged in classroom discussions, activities, group participation.	32.4%	32.4%	32.4%	2.8%	0%
Students come to class prepared every class period.	8.8%	29.4%	47.1%	14.7%	0%
Students worked outside of class individually on assignments.	35.3%	41.2%	17.6%	5.9%	0%
Students worked with other students on assignments outside of class.	5.9%	26.4%	47.1%	20.6%	0%
Students turned assignments in on time.	14.7%	70.6%	14.7%	0%	0%
Students sought tutoring or came during office hours for clarification on assignments.	2.9%	14.8%	55.9%	23.5%	2.9%
Students participated in student led study groups.	0%	11.8%	41.2%	29.4%	17.6%
Students checked grades.	23.5%	55.9%	17.7%	2.9%	0%
Students communicated with other students about the course.	29.4%	44.2%	23.5%	2.9%	0%
Students demonstrated a genuine concern for their grades by seeking and following advice from the instructor, advisor, and other students.	20.6%	32.4%	44.1%	2.9%	0%

Three hundred eighteen students completed the 2017-18 Graduate Exit Survey which provides information about SSC student satisfaction. Students applying for graduation must take the survey as part of the application process. The survey consists of 45 questions of which 39 request students' opinions about the SSC experience and future plans. The survey requested that students score varying aspects of their experience at SSC. For the purpose of assessing student satisfaction, the results were grouped into the categories of academics, student services, facilities, and campus safety. The following table provides the student responses to the academic section of the survey.

2017-18 Academic Responses					
Attribute	**Percentage of Responses**				
	Excellent	**Above Average**	**Average**	**Below Average**	**Poor**
Overall quality of academics	41.1%	29.5%	26.0%	1.4%	1.1%
Quality of teaching in your major field of study	50.9%	23.5%	22.1%	0.7%	1.1%
Quality of teaching in general education courses	39.0%	27.7%	29.5%	1.1%	0.0%
Quality of teaching in transitional education courses	34.7%	24.2%	28.8%	0.7%	0.4%
Faculty maintenance of positive learning environment	42.4%	29.1%	20.0%	1.4%	0.0%
Faculty concern for student well-being	50.5%	26.3%	18.3%	2.8%	0.7%
Faculty commitment to student success and learning	52.6%	27.0%	17.5%	1.8%	0.0%
Brightspace learning management system	35.8%	24.6%	33.3%	3.9%	1.4%
Instructor Use of Technology when	37.5%	30.5%	28.7%	1.4%	0.4%

appropriate					
Availability of courses in your major field of study	39.7%	23.9%	23.9%	8.8%	2.5%
Availability of general education courses	40.7%	28.1%	27.7%	0.7%	0.0%
Quality of classroom equipment	30.5%	19.3%	37.9%	9.1%	1.8%
Quality of laboratory equipment	31.2%	16.5%	35.4%	10.5%	3.5%
Quality of art laboratory equipment	44.5%	18.8%	33.6%	3.0%	0.3%
Quality of computer laboratory equipment	31.2%	20.4%	34.7%	6.3%	3.1%
Instructor availability during office hours	43.9%	27.3%	24.9%	1.8%	0.7%
Instructor availability via electronic means	48.1%	27.7%	20.7%	2.1%	0.7%
College orientation through Freshman Seminar Course	43.0%	18.1%	31.1%	3.0%	3.9%
College orientation through PASS Course	44.4%	24.8%	29.0%	0.9%	0.9%

SSC scored favorably in all aspects of academics, student services, facilities, and campus safety. The majority of the scores in the academic section were excellent or above average. Faculty commitment to student success and learning scored highest overall with 79.6% of the students choosing excellent or above average. In the category of student services, the average for combined scores of excellent or above average was 60.0%. Facilities were rated excellent or above average by 77% of the students. Ninety-four percent of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Over 84% of the students stated they would definitely or probably choose Seminole State College again if starting over. When queried on SSC's greatest strength, the students overwhelmingly listed professors while smaller student-to-teacher ratios ranked second.

Closing
Seminole State College began a Student Success Council in an effort to emphasize providing students with the opportunity to succeed academically and personally. Through the leadership of the Assessment of Student Learning Committee and the Vice-President for Academic Affairs, the College has chosen assessments directly correlated to this effort. At the entry level, SSC has redesigned its developmental course offerings to allow students to progress more quickly through the courses without sacrificing academic integrity and has altered the placement process to allow the use of institutionally designed placement tests and a placement rubric for developmental mathematics. In assessing general education, SSC continues to research available avenues such as StudentTracker to increase data collected as students transfer to four-year institutions. SSC continues to create and implement assessment tools used to increase and emphasize student success. Seminole State College will continue to evaluate the assessments and the assessment process to best lead students to reach their goals.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY
2017-18

Section I – Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine course placement?

If 19 or above, student ACT scores determined college-level course placement. Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instruments for secondary testing in language arts are COMPASS Assessment Tests in reading and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in reading and writing. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. The rubric includes length of time since last math course, placement test score, and instructor evaluation.

I-2. How were students determined to need remediation (e.g., cut scores or advising process)?

Based on the cut scores, rubric scores, and consultation with an advising specialist, students receive remediation. Students scoring below the cut score, must remediate but some students scoring above the cut score may want remediation. In this instance, the advising specialist determines the correct remediation needed for the student.

I-3. What options were available for the students to remediate lack of preparedness?

In 2017-18, students could take one developmental course in Language Arts or a co-requisite course along with the college level English course. Depending on which mathematics course they needed and their score on the department rubric and placement test, students could take one developmental course followed the next semester by a co-requisite course along with the college level mathematics course or a co-requisite course coinciding with the required college-level mathematics course.

Analyses and Findings

I-4. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Seminole State College 2017-18 enrollment for three semesters was 3,603 which included 435 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 20.4 in 2017-18. The developmental

courses enrollment was 596 with 488 (81.9%) completing the courses. In 2017-18, Seminole State College again redesigned the developmental courses to include more co-requisites with the math pathways. The SSC Transitional Education Report for 2017-18 reports that 81% of students beginning their math sequence in 2017-18 completed the math sequence. In Language Arts, 79% of students completed English Composition I. The total enrollment in graded courses for college credit in 2017-18 was 12,250. Of this number, 9,591 (78.3%) completed the course with a passing grade.

Section II – General Education Assessment

Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

The following four outcomes comprise the General Education Outcomes for SSC:

Outcome 1:   Demonstrate effective and scholarly communication skills.
Outcome 2:   Utilize scientific reasoning and/or critical thinking to solve problems.
Outcome 3:   Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
Outcome 4:   Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. In fall 2017, instructors assessed all students in every academic course. In spring 2018, instructors only assessed students in courses not assessed in the fall. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes.

II-2. Describe how the assessments were administered and how students were selected.

Students participated in the course embedded assessment as part of their regularly assigned coursework.

II-3. Describe strategies used to motivate students to substantively participate in the

assessment.

SSC requires instructors to collect pre-post-test data in each course. Since most instructors incorporate it into their course assessment, students participate willingly.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

The Assessment Coordinator compiles the data for each course and reports this along with the instructor's individual data to each instructor. The instructor compares their results to the aggregate results, responds to questions concerning the results, and adjusts teaching in response to their evaluation. In their responses, instructors report at least one formative assessment used and provide details describing resources that would increase success with students. Instructors return these reports to Division Chairs with plans to focus on raising assessment scores.

Analyses and Findings

II-5   Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

II-6.   How is student performance tracked into subsequent semesters and what were the findings?

The SSC assessment procedure requires the evaluation of the College's general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. In fall 2017, one hundred thirty-nine students who met the criteria took two randomly chosen subject tests. Subject areas tested were writing skills, math, reading, critical thinking and science. Student performance in writing skills, math, science, and reading was within the established institutional minimum acceptable threshold of no more than 2.0 points (5 percent) below the national means Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 60.7 on the Writing Skills test, which is 0.1 lower than the national mean. In Math, SSC students performed slightly below the national mean with a score of 55.6 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.2. SSC students scored lower than the national mean in Reading by 0.5 point and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide. Interestingly, SSC students scored above the national mean by 0.1 in the Rhetorical Writing Skills subscore and at the national mean in the College Algebra subscore. As a whole, the five-test averages covering a five-year span all fell within 0.5 of a point of the national mean for those tests in that period. This indicates that SSC students perform at levels consistent with but not generally superior to students in the national database for these areas of general education.

SSC is increasing efforts to track students as they progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, Oklahoma State University, East Central University, and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are slightly higher than the average GPA at these institutions, having a difference from +0.05 to +0.19.

SSC students complete courses at these institutions successfully at a rate of 91.5%.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

SSC uses course embedded assessment, the results of the CAAP test, and transfer reports to evaluate the general education of our students. The College also evaluates courses used to meet general education requirements. After evaluating the results, SSC will continue to consider methods to collect more information from or about transfer student success.

Section III – Program Outcomes

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

2017-18 Degree Program Outcomes Assessment Results

Division	Degree Program	Assessment Measure	Degree Program Outcome	No. Students Assessed	Pre	%	Post	%	Increase in %
BE	Business AS	Course-Embedded	3	117	26	34%	95	81%	47%
			4	59	25	43%	54	91%	48%
BE	Business AAS	Course-Embedded	3	339	148	44%	288	85%	41%
			4	314	115	37%	255	81%	44%
BE	Child Development AA	Course-Embedded	3	69	40	59%	61	89%	30%
BE	Computer Science AS	Course-Embedded	3	52	30	57%	46	88%	31%
			4	52	30	57%	43	82%	25%
BE	Elementary Education AS	Course-Embedded	3	353	120	34%	244	69%	35%
			4	243	85	35%	170	70%	35%
			5	186	50	27%	99	53%	26%
			6	186	50	27%	99	53%	26%
BE	Enterprise Development – Business Administration AS	Course-Embedded	3	127	39	30%	103	81%	50%
			4	127	39	30%	64	50%	20%

BE	Health PE and Recreation AS	Course-Embedded	3	299	138	46%	209	70%	24%
			4	315	132	42%	224	71%	29%
BE	Secondary Education AS	Course-Embedded	3	893	201	23%	479	54%	31%
			4	952	263	28%	649	68%	41%
			5	465	31	7%	238	51%	44%
			6	465	32	7%	244	52%	46%
LAH	Art AA	Course-Embedded	3	130	57	44%	101	78%	34%
			4	130	57	44%	101	78%	34%
LAH	Language Arts AA	Course-Embedded	3	38	9	25%	21	56%	31%
			4	38	9	25%	21	56%	31%
LAH	Liberal Studies AA	Course-Embedded	3	3734	1401	38%	2636	71%	33%
			4	3720	1406	38%	2747	74%	36%
SS	Criminal Justice AS	Course-Embedded	3	65	30	46%	39	61%	14%
			4	65	30	46%	39	61%	14%
SS	Psychology AS	Course-Embedded	3	630	213	34%	416	66%	32%
			4	495	141	29%	309	62%	34%
SS	Social Sciences AA	Course-Embedded	3	403	179	45%	336	83%	39%
			4	613	251	41%	498	81%	40%
STEM	Health Sciences AS	Course-Embedded	3	398	117	29%	198	50%	20%
			4	340	89	26%	152	45%	19%
STEM	Biology AS	Course-Embedded	3	175	44	25%	103	59%	34%
			4	175	38	22%	81	47%	25%
STEM	Pre-Engineering AS	Course-Embedded	3	81	17	21%	59	73%	52%
			4	81	17	21%	59	73%	52%
			5	65	6	9%	46	70%	61%
			6	65	6	9%	46	70%	61%
HS	Medical Laboratory	ASCP		11	na	na	10	91%	na

	Technology AAS								
HS	Nursing AAS	HESI/ NCLEX		22	na	na	20	91%	na
		Total Students Assessed		3978				**Average Increase**	35%

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?

Degree program assessment employs course-embedded assessment using pre- and post-test data for analysis. For these Student Outcomes, 3,978 students were assessed. Across all of the degree programs, there was a 35% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

Based on responses to the Degree Program Assessments, instructors plan to address learning outcomes which had the least amount of growth through more real world scenarios. Again, instructors would like the equipment and resources to be able to teach students using a more learner-centered approach but they would like training in the implementation of these techniques.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction, the Student Feedback on Online Instruction, the Survey of Entering Student Engagement, the Faculty Survey of Student Engagement, and the SSC Graduate Exit Survey.

In the fall semester, students in two classes for each full-time instructor and students in one class for each adjunct or part-time instructor receive invitations to participate in the Student Feedback on Classroom Instruction or the Student Feedback on Online Instruction. In the spring semester, surveys are conducted in the same manner but only for those instructors not assessed in the fall. Students in Freshman Seminar and PASS classes received the invitation to

participate in the Entering Student Engagement Survey. All faculty received invitations to participate in the Faculty Survey of Student Engagement. All graduating students must participate in the Graduate Exit Survey.

IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?

For the most part, students appear satisfied with the education received from SSC. The fact that the College's average on the rated-scale questions was 4.39 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. The average for questions pertaining only to online courses was 4.53 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. In the Entering Student Engagement Survey, students reported that over 99% of the instructors wanted them to succeed. Eighty-six percent of the students reported meeting with an academic advisor at a time convenient to the student.

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

Each division considers the results from the surveys and adjusts accordingly. For instance, students voiced a concern over computer labs. SSC has a grant that will be updating certain computer equipment and labs. Students voiced a huge concern about the lack of wi-fi and the abundance of outdated computer equipment.

Assessment Budgets

State Regents policy states that academic service fees "shall not exceed the actual costs of the course of instruction or the academic services provided by the institution" (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

Provide the following information regarding assessment fees and expenditures for 2017-18:

Assessment fees	102,579
Assessment salaries (includes fringe)	18,915
Distributed to other departments	79,143
Operational costs	4,521
Total Expenditures	102,579